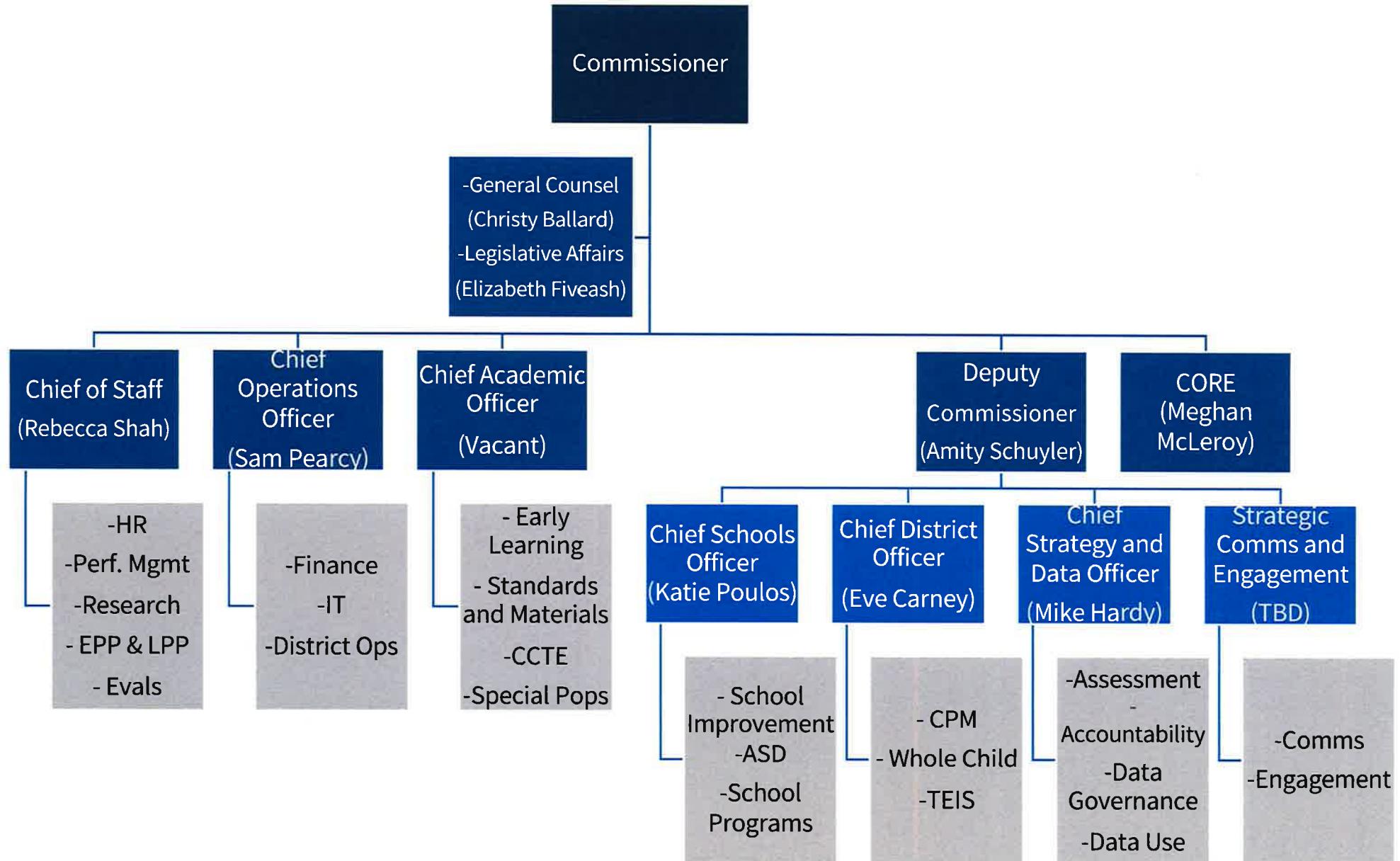




## Department of Education: Strategic Planning Ideas for Comment

# DEPARTMENT ORGANIZATION



# PROPOSED GOALS

The Tennessee Department of Education received significant feedback from districts that the number of overall goals in previous plans was challenging, as the measurements and targets were different. As a result, the Department is suggesting ONE, common measure of what success looks like for our students. We welcome feedback on this approach, and the subsequent goal-setting.

**EX GOAL:** If we are successful, then Tennessee will see a substantial increase in the number of students meeting attainment goals two years after graduation. Specifically, Tennessee will see an annual increase of “X” percentage points in students who meet an attainment goal (two-year college persistence, certificate, military enlistment, or similar).

## High School: CCR Measure

- Graduation Rates
- ACT and SAT scores; PSAT and Pre-ACT Scores
- FAFSA Completion
- TN Promise Applications
- Industry Certs
- Post-secondary Credits
- CTE Concentrators
- EOC Proficiency

## Middle School: High School Readiness Measure

- Completed Individual Pathway
- Summative Assessment Proficiency
- Character Education Assessment

## Elementary School: Middle School Readiness Measure

- 3<sup>rd</sup> Grade Reading
- Summative Assessment Proficiency
- Character Education Assessment

## Pre-K: Kindergarten Readiness Measure

- Kindergarten Readiness Assessment



# PROCESS

The Tennessee Department of Education is moving forward with a strong emphasis on strategic communications and engagement.

Instead of the department deciding the priority areas first and then asking for public feedback, the department decided to **review public input FIRST, and then create** the initial priorities.

This included **district and superintendent surveys and feedback, educator survey information, and dozens of external meetings and focus groups** to inform what should initially be proposed.

These pillars are **not necessarily what the Department expected** the priorities to be, **but they do represent our public's voice** on what matters and where Tennessee needs to go. That is what a statewide strategic planning process should represent.



# Stakeholder Feedback to Date

**25,539**

Teacher survey  
comments on strategic  
plan ideas



30+ districts



50 stakeholder  
meetings

**20**

Focus groups with  
students and teachers  
in each of the three  
grand divisions



175+ classroom  
visits

**15**

Superintendent  
engagements to listen  
and learn about needs  
in Tennessee

A row of green school lockers is displayed. Each locker has a yellow number and a color-coded label indicating if it's an odd or even number. A blue horizontal line is drawn across the top of the lockers.

Locker Number	Color	Label
One	Orange	odd
Two	Yellow	Even
Three	Orange	odd
four	Yellow	even
five	Orange	odd
Six	Yellow	even
Seven	Orange	odd
eight	Yellow	even

# The Proposal



# A FRAMEWORK

Tennessee students graduate prepared to excel in whatever opportunities they choose, feeling empowered to make choices best for them and meaningfully engaged as Tennessee citizens.

**Build district capacity, in rural and in urban settings**

Training, resources, supports, networking

**CLASSROOMS**

**EDUCATORS**

**SCHOOLS**

**COMMUNITY**

**STANDARDS. ASSESSMENT. ACCOUNTABILITY. EVALUATION.**

**FUNDING. CAPACITY SUPPORT. OPERATIONS.**

# CLASSROOMS: Meaningful learning for all students

For students to be ready to take advantage of the post-secondary opportunities of their choice, we need to define the experiences that must be true for all students in each grade, pre-K–12. We must also provide a framework for advisors to create strong career exploration opportunities and to ensure all required courses have meaningful connections to student aspirations.



Articulated  
Pathways



STEAM



Near Peer  
Advising

# EDUCATORS: Improving pipeline and preparation

We must strengthen the pipeline, preparation, and placement of teachers and leaders in our schools. We must reduce barriers and diversify the workforce, incentivize our highest performing graduates into the profession and reward our existing excellent educators. We must also continue to strengthen preparation programs to meet the current demands of the profession and require coursework that applies to the educator's future placement context. Finally, we must provide optional support and professional development to districts for talent/HR, communications, and budgeting, and will begin a CBO/CFO, CCO, and COO Fellowship.



**IMPROVING  
THE PIPELINE**



**EPP AND LPP  
STRUCTURES**



**LEADERSHIP  
MATTERS**

# SCHOOLS: Supporting students with public options

To rise from the bottom quartile to the top half of states in the country, and make Tennessee graduates competitive with any of their national peers, we must support our developing schools. This means working with districts to provide our students strong public school options while adults find effective solutions for long-term improvement of all public school options. It also means re-structuring school turnaround so that there is more shared ownership between the state and local districts.



**Public School  
Options**



**Rural  
Supports**



**Opportunity  
Zones**

# COMMUNITIES: We must educate the whole child

Students are developing as people for the 13 years that they are in our schools. This means that we infuse resources and supports throughout the school community, that we create the structures and trainings to support all students, and that we find ways to bring families into that work.



Mental Health



Safe and Healthy  
Schools



Family  
Engagement

# FOUNDATIONS: Strengthening what works

We must create one, **unified system to align standards, assessment, accountability, and resources**. We will build a tool that breaks down standards into measurable units, defines horizontal and vertical alignment, and student work examples at each proficiency level. This tool should also link standards to **high-quality instructional materials**, and provide aligned **formative tests** and banks, annotated videos of strong lessons, an **accountability estimator**, and **predictive supports for districts, principals, and teachers** to implement during the year.



# FEEDBACK:

We want to hear your thoughts on our state's proposal!

The Department of Education will release a paper and online survey to give the public a second opportunity for feedback. This round will be open from June 3 – June 21. We encourage you to continue sharing your voice and reflections and are excited to continue accelerating progress in Tennessee!



# FEEDBACK: PROPOSED PLAN

In small groups, please discuss each of the four pillars and include:

- CLASSROOMS
- EDUCATORS
- SCHOOLS
- COMMUNITY



# FEEDBACK: TOOL

Please consider what would be helpful for a tool that the department will be building. Some initial ideas are below.

Please discuss those that resonate, those that you would like to see added, etc.

- **Content and Materials:** horizontal and vertical alignment; differentiation resources; high-quality lessons with annotated student work samples; annotated assessment items per standard/objective; annotated videos
- **Student Achievement:** interims, formatives, and item banks; annually published assessments with rationales
- **Accountability:** estimator, predictive modeling with use of interims/formatives and local data
- **Data:** pre-set data breakdowns with linked supports and PD sessions; longitudinal data reviews for educators, schools, and districts (by standard)
- **Supports:** family resources; additional supports for those that adopt HQ materials



# FEEDBACK: ESSA

The Department of Education made a commitment to solicit feedback on the ESSA plan. We are soliciting feedback for adjustments to the plan that reflect the feedback of districts, and of families. This will take place over the summer, and occur on a 4-year cycle, to allow for consistency in the system. This means adjustments this year, and again in 2023.

We will divide into groups by topic and rotate, with the first 5 minutes being an overview and the remainder of the time for discussion and feedback.



# Thank You



# PROPOSAL FEEDBACK

What did and did not resonate?

For the areas listed, what SPECIFIC initiatives or outcomes would you like to see? (Please indicate those that are within the control of the department, and separately those that you would like to see through legislation).

For areas you would like to add, please provide any rationale/information, and what specific initiatives you would like included.

# PROPOSED TOOL

In small groups, please discuss each of the four pillars and include:

- **Content and Materials:** horizontal and vertical alignment; differentiation resources; high-quality lessons with annotated student work samples; annotated assessment items per standard/objective; annotated videos
- **Student Achievement:** interims, formatives, and item banks; annually published assessments with rationales
- **Accountability:** estimator, predictive modeling with use of interims/formatives and local data
- **Data:** pre-set data breakdowns with linked supports and PD sessions; longitudinal data reviews for educators, schools, and districts (by standard)
- **Supports:** family resources; additional supports for those that adopt HQ materials

# SCHOOL ACCOUNTABILITY

What are the benefits of implementing a school and district grading system?

What are the anticipated challenges of implementing school grades in your districts?

How can the state support Superintendents in the implementation of school grades?

How can the state support principals and teachers in the implementation of school grades?